

Stuart, Kaz and Bunting, Mette (2019) Equality literacy: daring to do equality based practice and research. In: Norwegian Marginalisation and Co-Created Education Conference, 14 May 2019, University of Southeast Norway, Skien, Norway. (Unpublished)

Downloaded from: <http://insight.cumbria.ac.uk/id/eprint/5205/>

Usage of any items from the University of Cumbria's institutional repository 'Insight' must conform to the following fair usage guidelines.

Any item and its associated metadata held in the University of Cumbria's institutional repository Insight (unless stated otherwise on the metadata record) may be copied, displayed or performed, and stored in line with the JISC fair dealing guidelines (available [here](#)) for educational and not-for-profit activities

provided that

- the authors, title and full bibliographic details of the item are cited clearly when any part of the work is referred to verbally or in the written form
- a hyperlink/URL to the original Insight record of that item is included in any citations of the work
- the content is not changed in any way
- all files required for usage of the item are kept together with the main item file.

You may not

- sell any part of an item
- refer to any part of an item without citation
- amend any item or contextualise it in a way that will impugn the creator's reputation
- remove or alter the copyright statement on an item.

The full policy can be found [here](#).

Alternatively contact the University of Cumbria Repository Editor by emailing insight@cumbria.ac.uk.

Equality Literacy: Daring to Do Equality Based Practice and Research

Dr Kaz Stuart
Associate Professor, University of Cumbria

Email: kaz.stuart@cumbria.ac.uk
Twitter: @kazstuart480

This morning: what and why?

- Explore our educational experiences through the EQL model so that:
- Enhance your awareness of self, reflexivity, the start of the research journal
- Increasingly familiar with the (mostly) sociological theoretical framework
- Begin to develop a sense of how you might view the narratives – no matter who they are and what they say
- Grow an awareness of the tensions inherent in having any theoretical framework

Examples of inequality in the UK education system

11.2% of all 16-24 years olds are NEET (House of Commons Library, 2018)



Drop outs and early school leavers from upper secondary education



18% in the UK
23% in Norway
20% in Denmark

4.5% of children have absences from school
10% of those miss 10% of school (DfE, 2017)



54% of school pupils report being bullied (UK Annual Bullying Survey, 2017)



10% of children under 16 experience a mental health issue. Only 30% of them receive treatment (NHS England, 2018)



UNICEF (2018) An Unfair Start

Primary rankings

- Norway 7th
- Denmark 12th
- UK 23rd

Secondary rankings

Denmark 4th
UK 16th
Norway 20th

Despite the complexity of the challenge, educational inequalities can be reduced. We can create policies and practices to help all children realize their full potential.

Guarantee

high-quality,
early-childhood
education and
care to all children



Ensure

all children
achieve a good
minimum level
of core skills



Reduce

the impact
of socio-economic
inequalities



Close

the gender gaps
in achievement



Produce

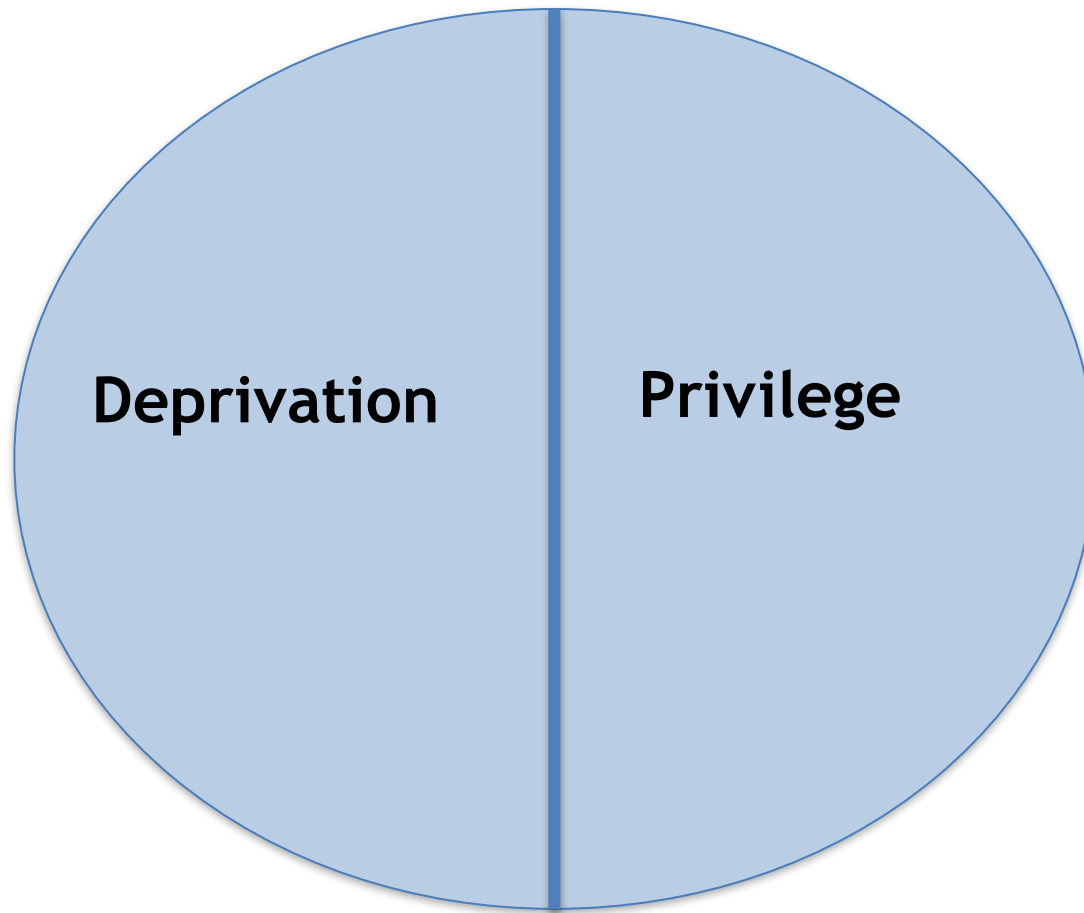
better, longitudinal
data

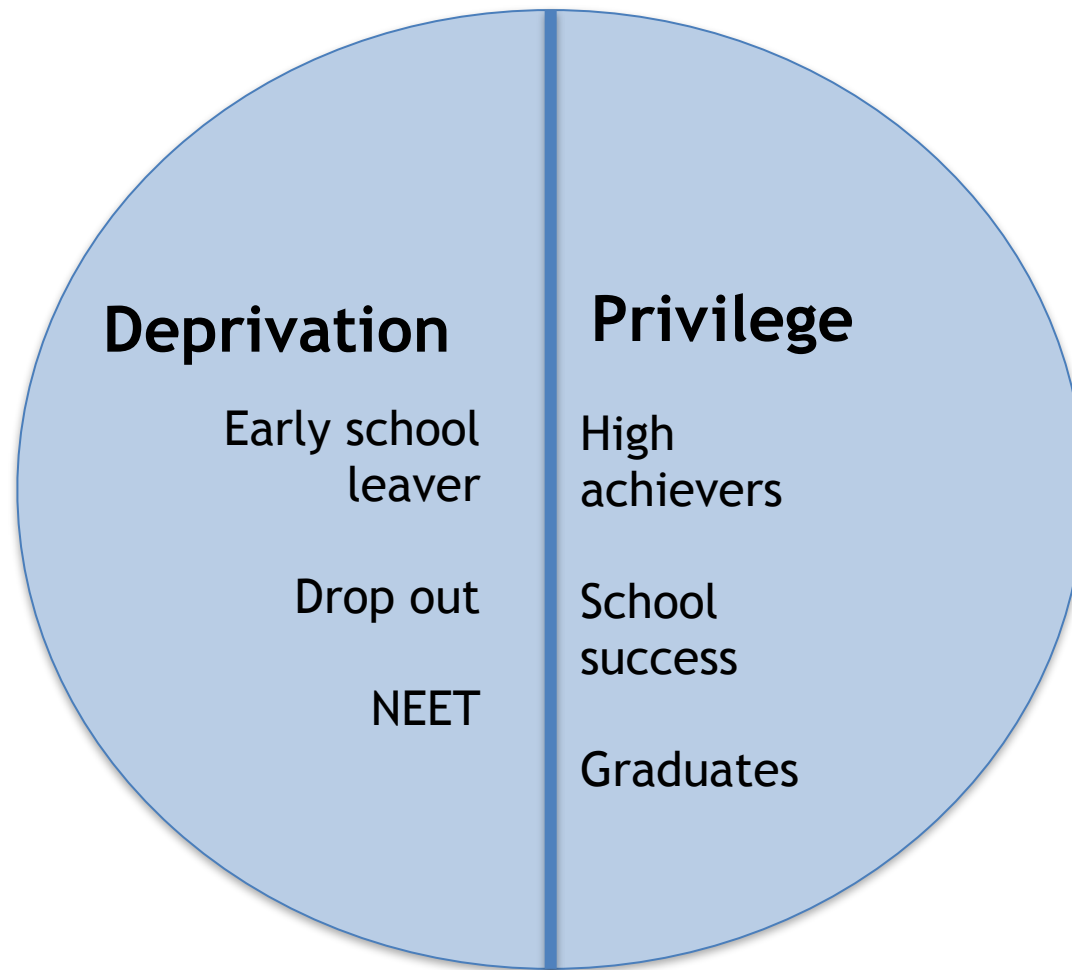


Focus

on equality,
not just averages







Equality

Every human being has an absolute and equal right to common dignity and parity of esteem and entitlement to access the benefits of society on equal terms.

Equity

Every human being has a right to benefit from the outcomes of society on the basis of fairness and according to need

Social Justice

Deliberate and
specific intervention
to secure equality
and equity

An Equalities Literacy Tool

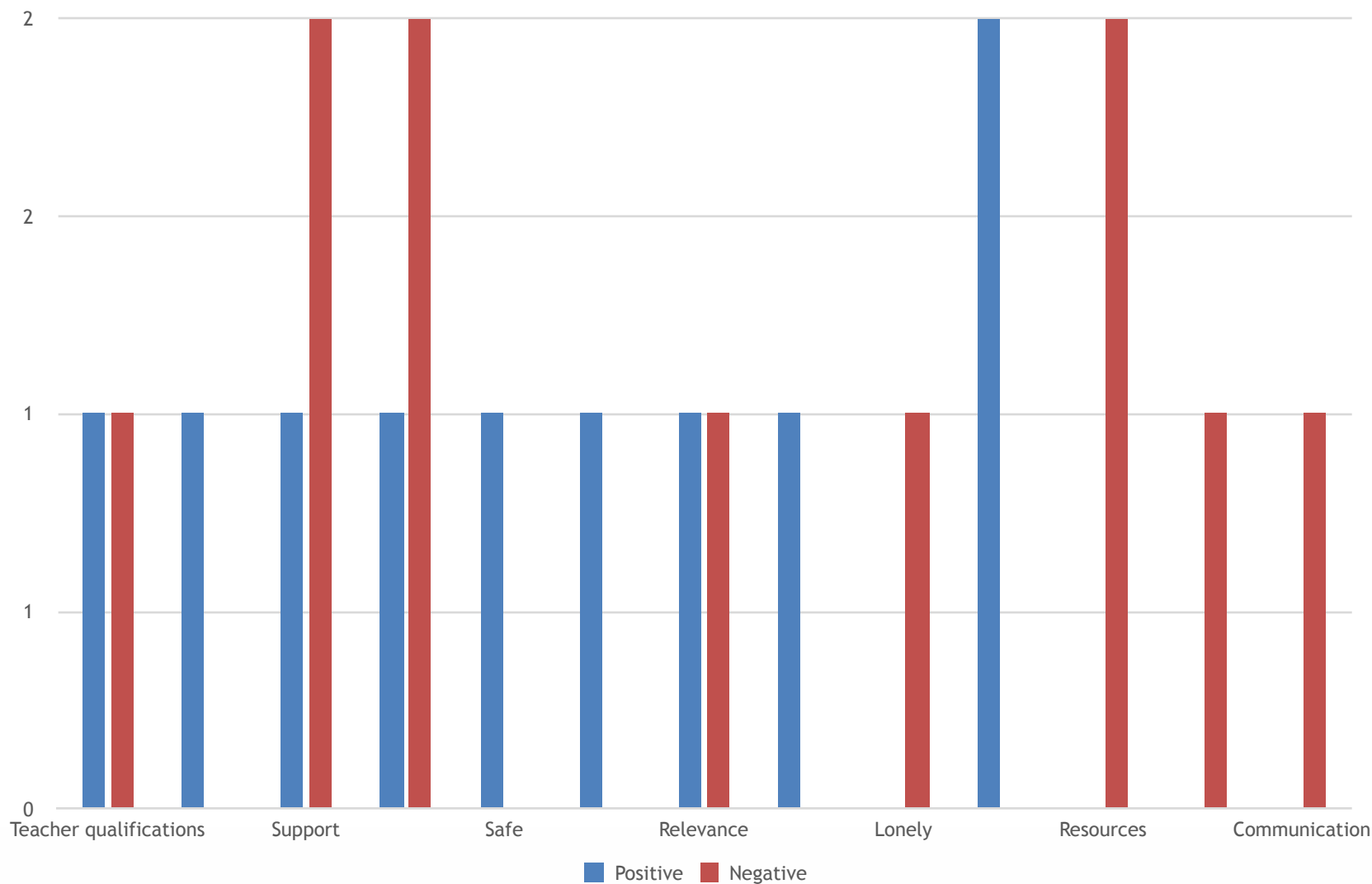
Understanding ourselves and others in context is vital in order to understand the relative nature of equality and equity.

Context is king

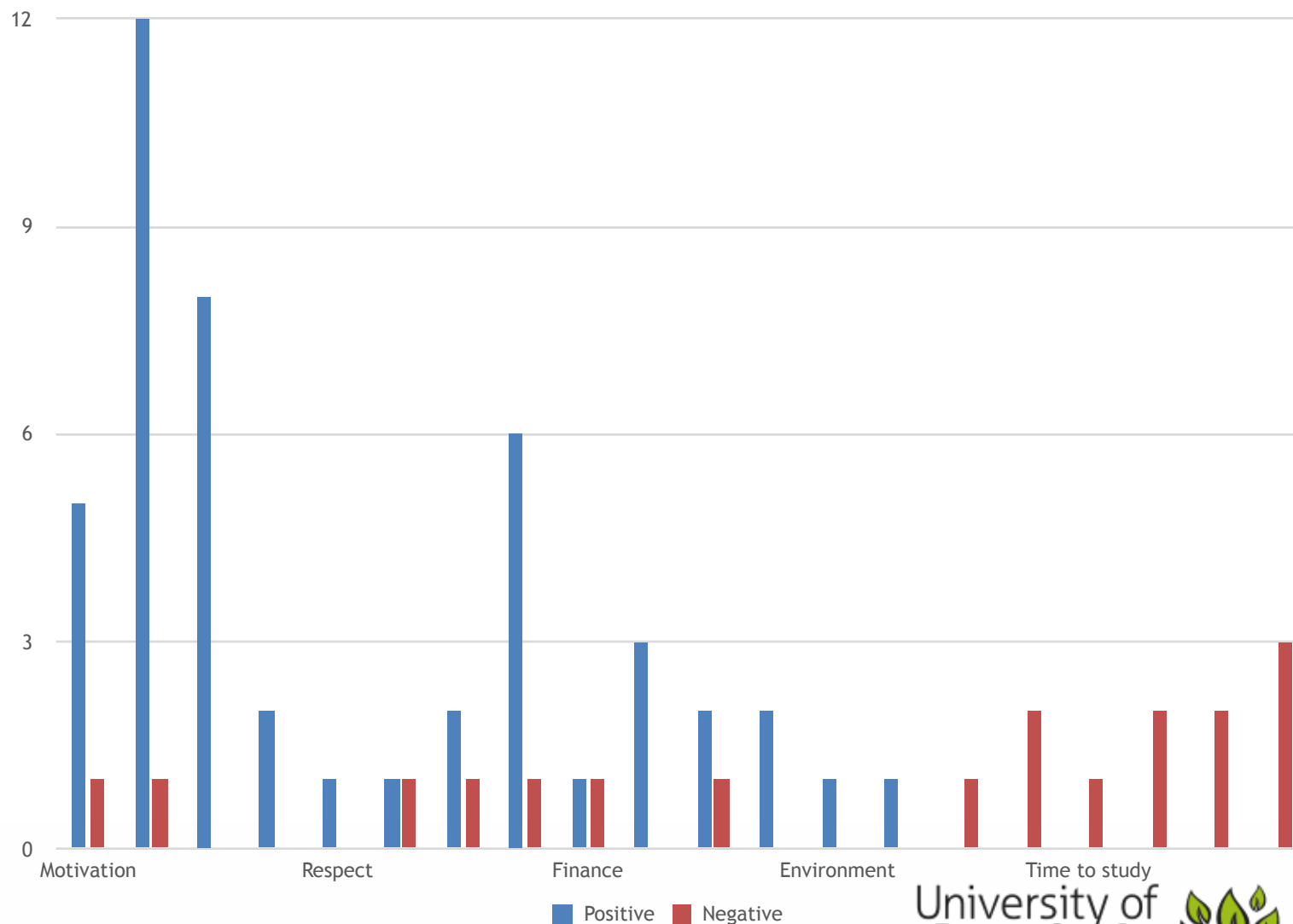
- Anthropology / sociology / education / youth work perspectives state context matters, we are socio-culturally shaped
- Social and cultural production and reproduction, through habitus and hegemonic structures (Bourdieu)
- Humans are socially and culturally embedded (Thompson, 1997; Bronfenbrenner, 1979)
- Inequalities have always existed (Dorling, 2010)

Context

Overall quality of higher education



Factors that affect learning in HE



Educational Contextual Questions

- What sort of school did you go to?
- How big was it?
- What sort of area was it in?
- Who went to it?
- How well was it resourced?
- How varied was the curriculum?
- How well staffed was it?
- How long did it take you to get there?
- How high quality was the teaching?
- What additional opportunities were there?

Lived experiences

- The reality of living in this space will vary - people respond in different ways
- May be affected by comparison
- Often summarised as 'quality of life' - a self-perceptual measure of how good your life is (ONS, 2018).

Context

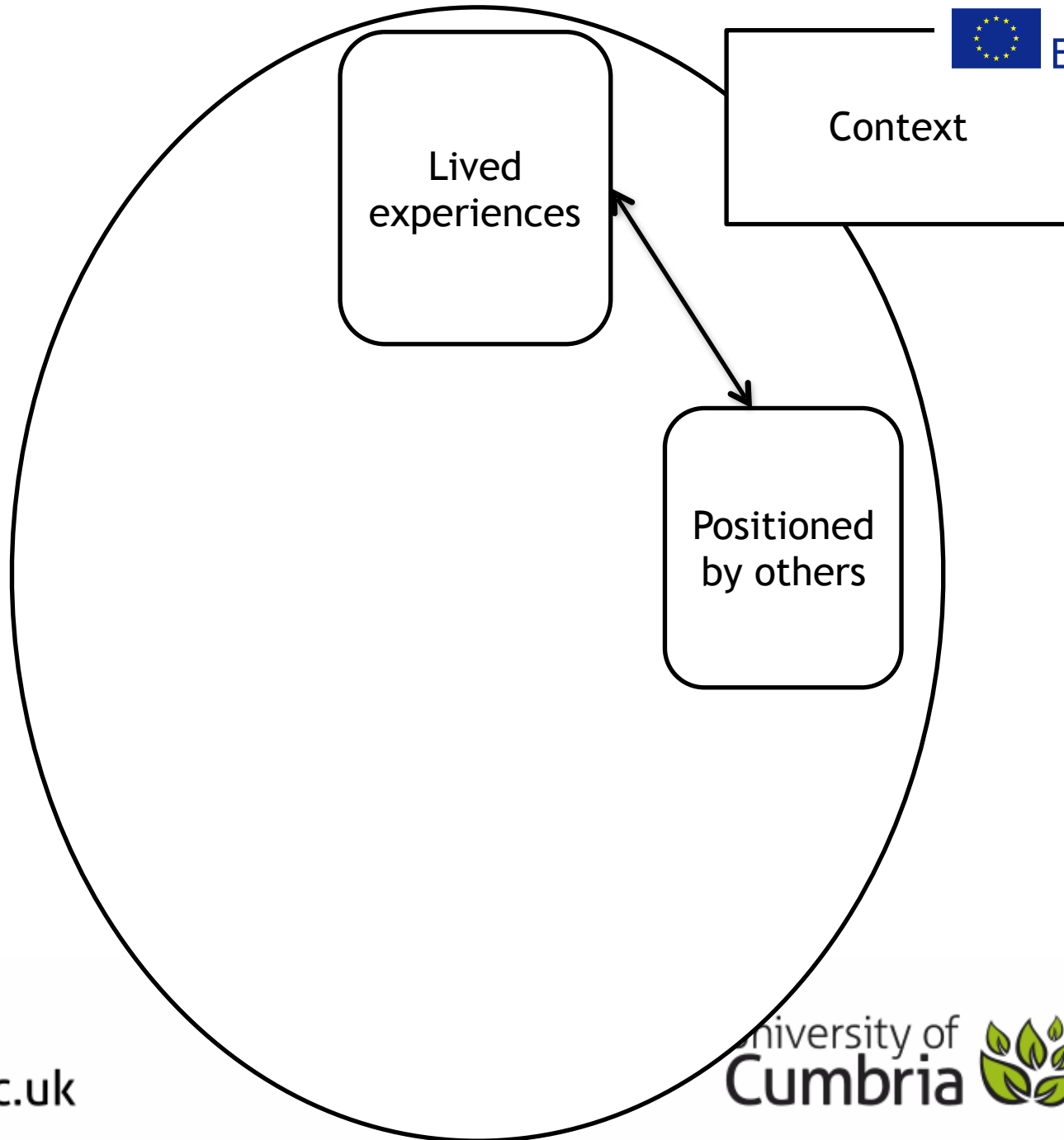
Lived
experiences

Your Educational Experience Questions

- How much did you enjoy school?
- How did you feel about going to school?
- What did you like / dislike?
- Did you feel popular / unpopular?
- Did you feel successful / unsuccessful?
- Did you feel included / excluded?
- What other feelings did you have about school?

Positioning by others

- People in society position 'other individuals and groups in relation to themselves
- Positions are created by state, media and society (Jones, 2015; Bourdieu, 1999)
- Reproduction in society (Dorling, 2010; Fox, Piven and Cloward, 2015)
- Hegemonic (Gramsci, 1971; Ledwith, 2005; Wearing, 1998)
- The positioning protects the interests of the advantaged from the disadvantaged (Tyler, 2013; Dorling, 2010, Blackman and Rogers, 2017)

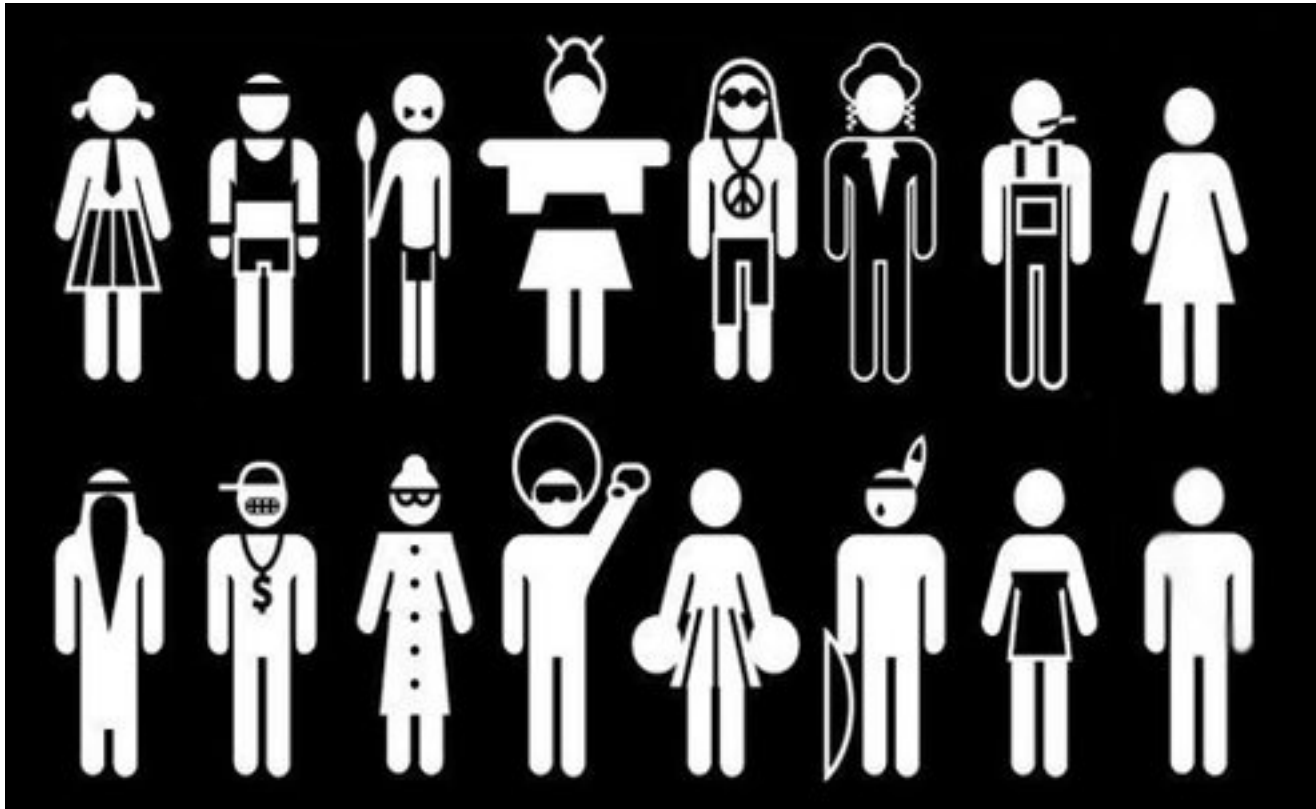


Educational position questions

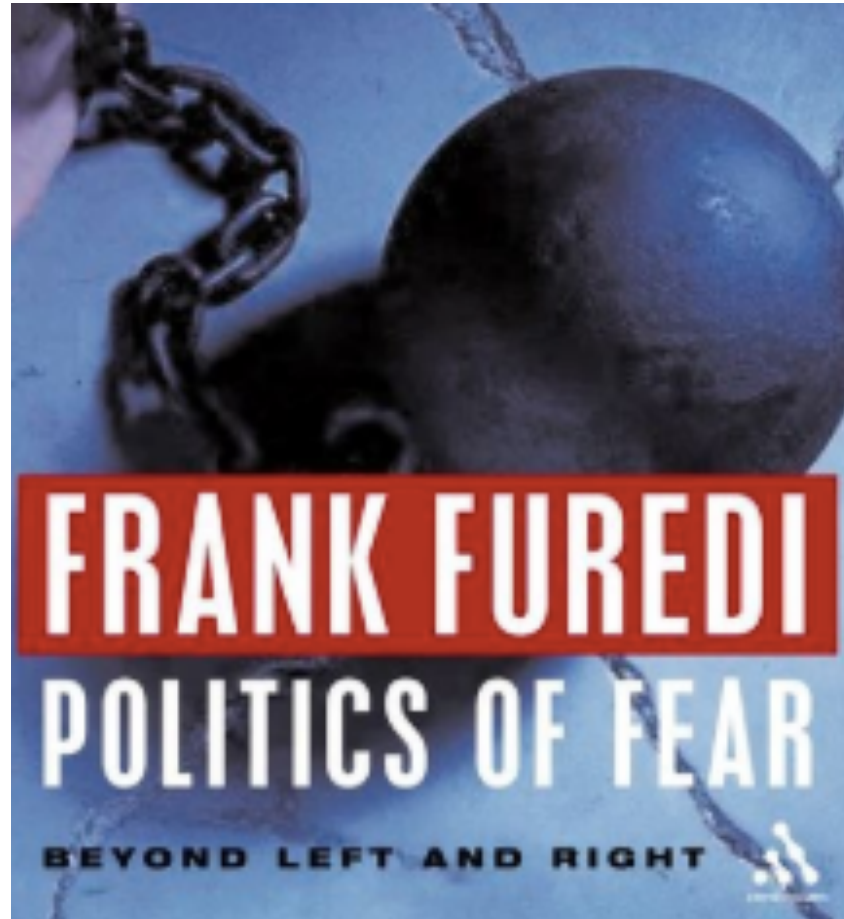
- What positions were you given?
- What labels did you get?
- What names were you called?
- Who gave you those labels?
- How varied or consistent were they?
- Parents....teachers....siblings.....peers?

Technologies of oppression or liberation

Stereotyping and labeling (Dorling, 2010)



Fear (Furedi, 2005) & insecurity (Lorey, 2015; Butler, 2006)

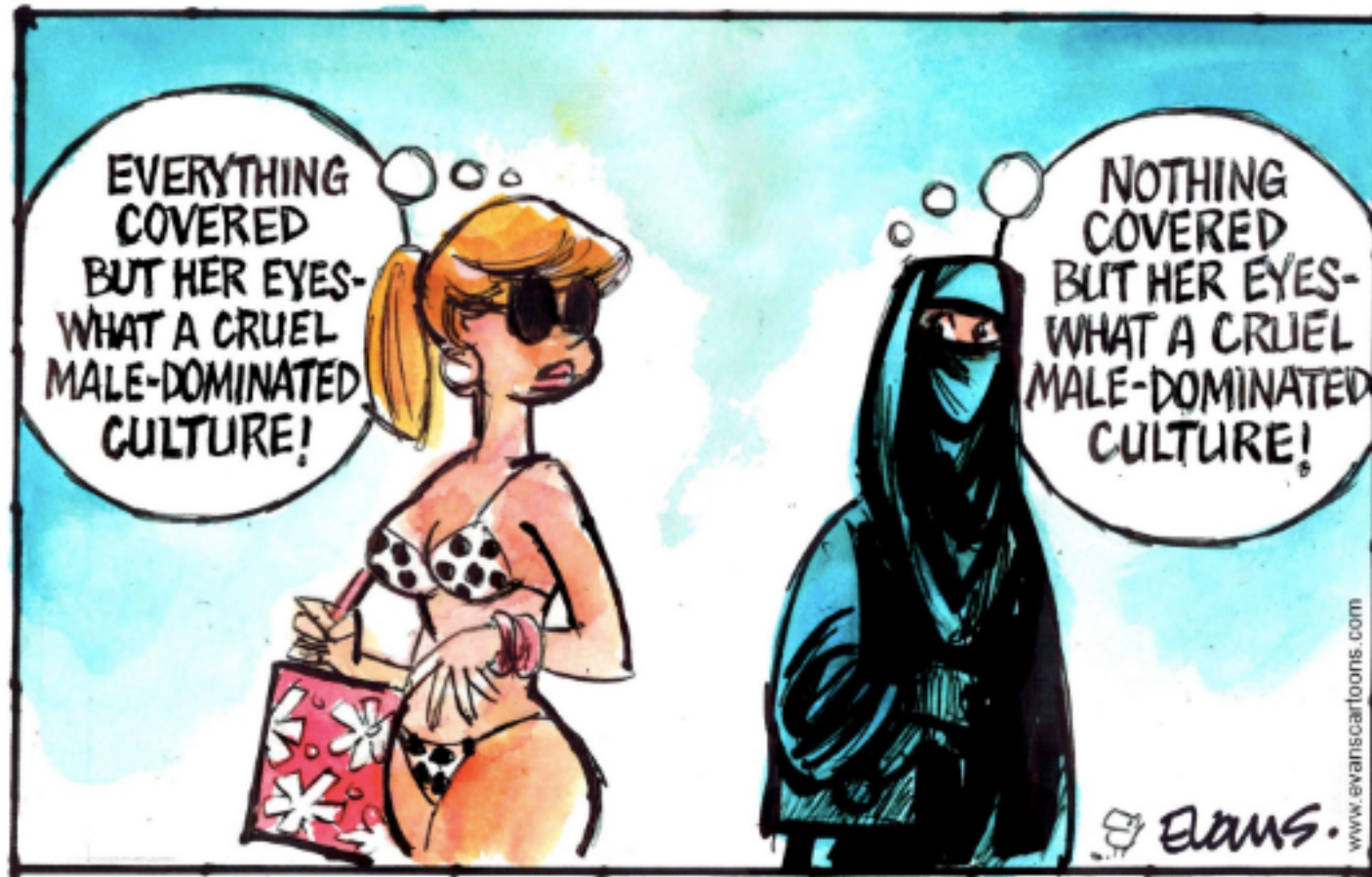


Objectification (Bourdieu, 2003) and dehumanising (Nussbaum 2004)

- Objectification is the act of treating a person, or sometimes an animal, as an object or a thing, leading to dehumanising.



Othering (Foucault, 1979; 1982, Lacan, 1988; Lévi-Strauss, 1955; Said, 1994)

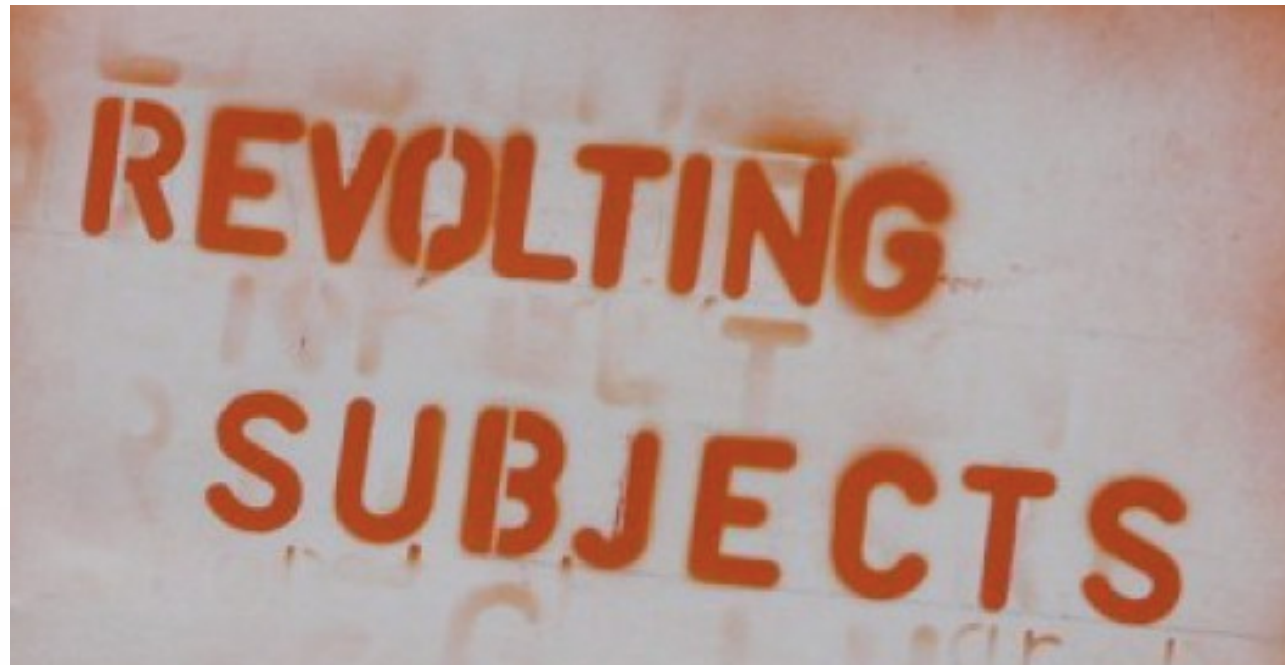


Shame & stigma (Nussbaum, 2004| Brown, 2010)



I define shame as the intensely painful feeling or experience of believing that we are flawed and therefore unworthy of love and belonging - something we've experienced, done, or failed to do makes us unworthy of connection.

- Social Abjection is a concept and theory which I developed in my book *Revolting Subjects* (2013) to describe how power is constituted through forms of 'inclusive exclusion'.



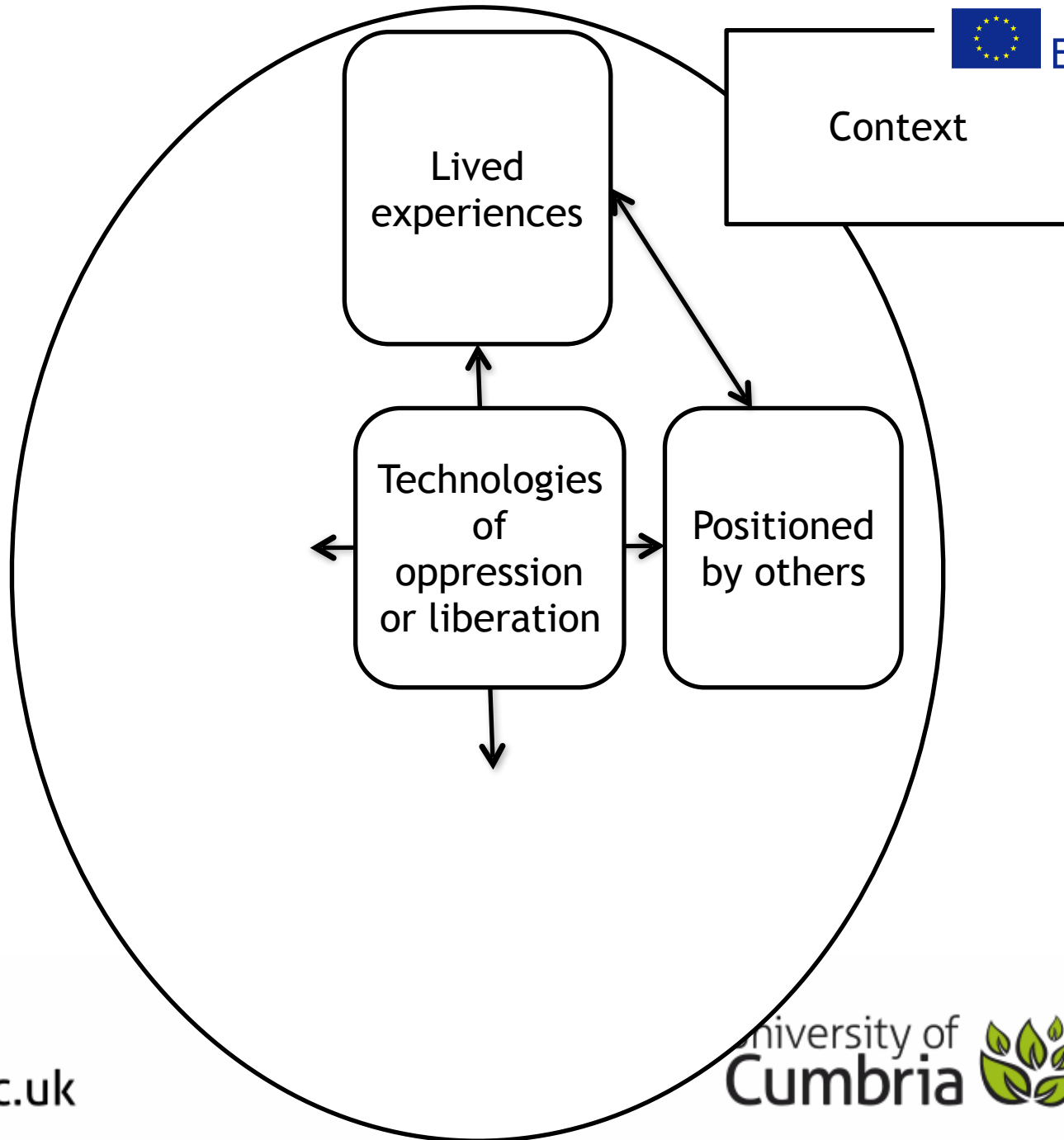
- Any situation in which people intentionally turn their attention away from an ethical problem that is believed to be important by those using the phrase (for instance, because the problem is too disturbing for people to want it dominating their thoughts, or from the knowledge that solving the problem would require extensive effort).



Legislation (Bauman, 1989) & surveillance (Foucault, 1978, 1982)





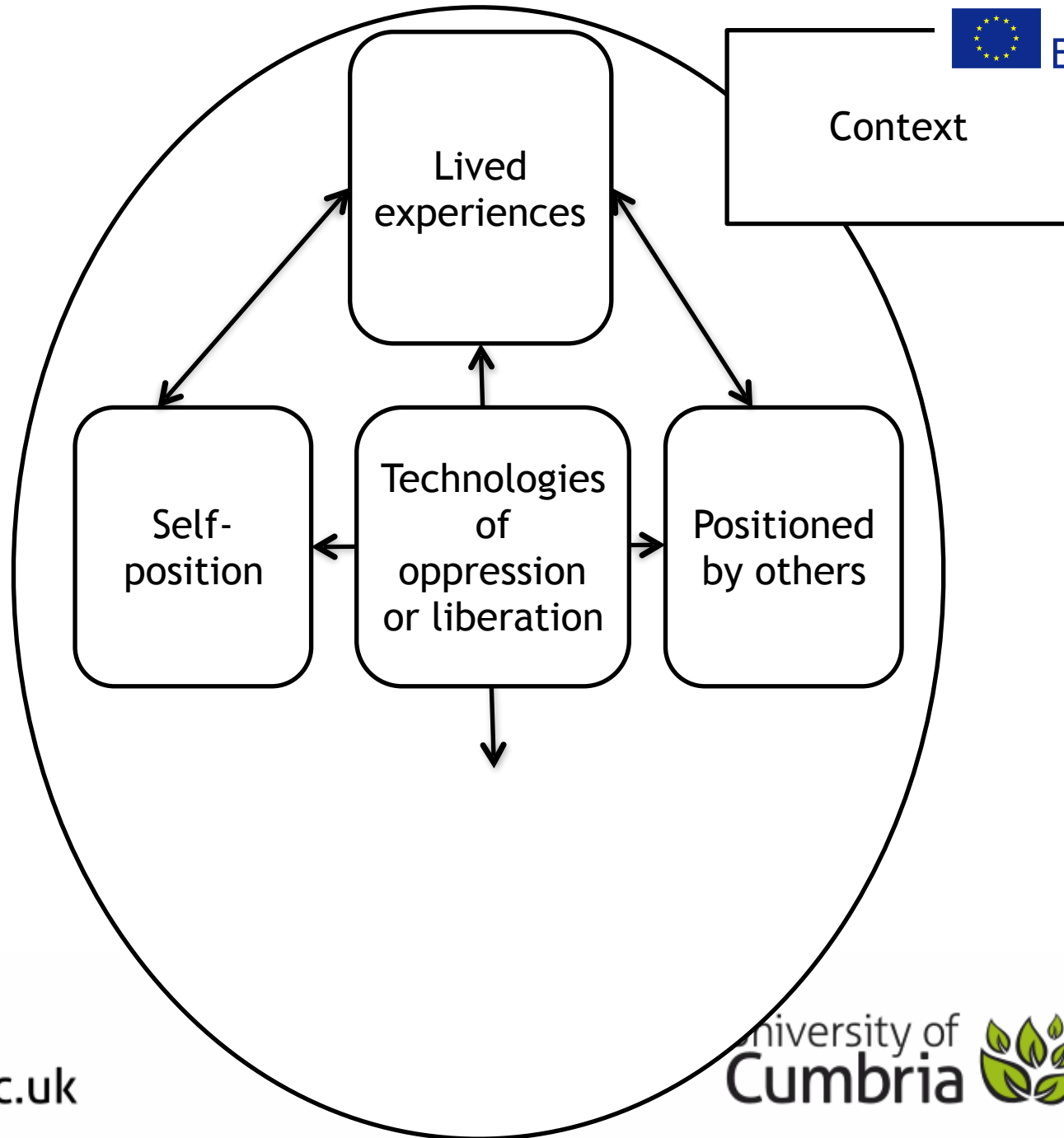


Technologies questions

- How did people put you down in school?
- How did people make you feel good or powerful in school?
- When / why were you ignored or silenced?
- How did other people make you do what they wanted you to do?
- How did other people make you feel bad?
- What did teachers, friends, parents say to you about your education?
- When did you feel good as a learner? What did people do to make you feel good?

Self position

- Status is socially inscribed and self-ascribed
- The 'have's' and 'have not's' the 'not normals' or 'super rich' adopt positions relative to this framing
- These can be positions of compliance and acceptance, victimhood, rebellion, deviance etcetera.
- This has a major impact on the identity, agency and social mobility then experienced (Cote and Levine, 2002; Lawler, 2008)

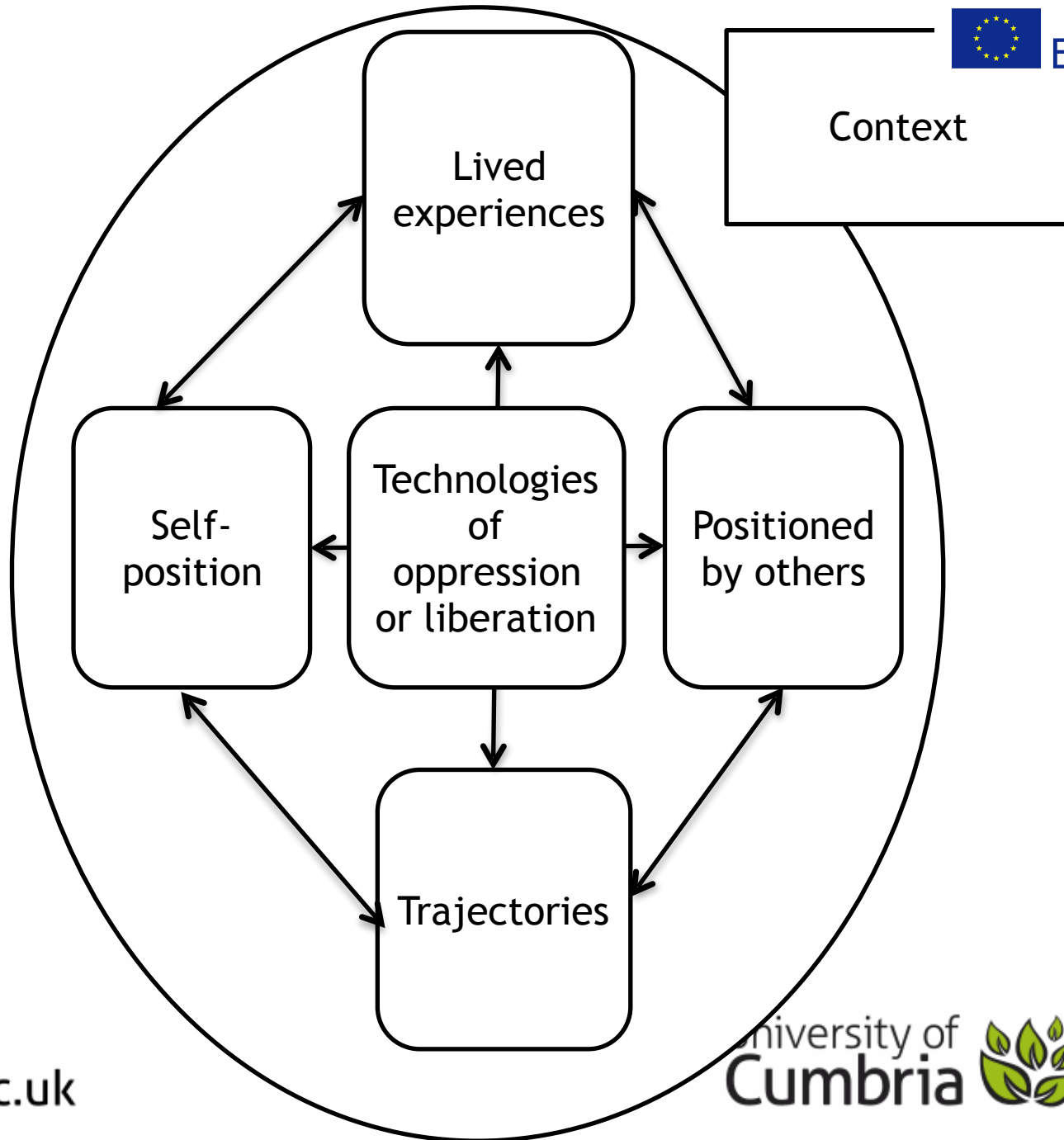


Self-position questions

- How do you respond?
- How do you feel about yourself?
- What do you think about yourself?
- What are your self-beliefs?
- What are your critical messages about yourself?
- How do you behave?
- Do you rebel? Act the victim? Comply with what they say?

Trajectory

- Intrapersonal impact of these technologies e.g. low self-esteem, self-efficacy, identity, agency etc. (Bandura, Giddens, Archer)
- Interpersonal impact e.g. low trust, fear, insecure, shame, stigma (Nussbaum, 2004)
- Supporting further self-positioning and further positioning by others in on-going cycles (Bourdieu)
- Nested poor outcomes intergenerationally



Trajectory questions

- What impact does your education have?
- Where do you think you are heading?
- Where do you want to be? Is it the same place?
- What could you change to make it different?
- What do you need to do to keep it on track?

The complex locus of in/equalities

- We all have multiple identities / subjectivities, therefore inequality is:
- Intersectional (Collins, 2015, bell hooks, 1994, Crenshaw, 1989)
- Intersubjective (Hegel, 1908; Habermas, 1987)
- Constellations (Hart, 2015)
- Matrices of deprivation / oppression / injustice (Collins, 2015; Ledwith, 2005)

Without equalities literacy people can:

- Make faulty assumptions / work from biases
- Disempower and disable (Illich, 1971; Le Grand, 2003), assistentialise / rescue (Jefferies, 2011)
- Blame, label and withdraw services (it's their fault mentality)
- Unconsciously reinforce existing power relations and therefore positions of inequality (Bourdieu, 1979)

Review of learning

- What have you learned about yourself?
- What have you learned that can support your interviews?
- What have you learned that can support your analysis and write up?
- What have you learned that can support your work as a practitioner?
- What implications do you think there are for schools, colleges and universities from this model?
- How does the model complement / clash with the indirect method?
- How do you think the model needs to develop?

References

- Adams, R. (2008) *Empowerment, participation and social work*. 4th Edn. Basingstoke: Palgrave Macmillan.
- Friere, P. (1972) *Pedagogy of the Oppressed*. Harmondsworth: Penguin.
- Greene, M (2009) 'In Search of a Critical Pedagogy' in Darder, A., Baltodano, M., Torres, R. (eds) *The Critical Pedagogy Reader* 2nd edn. New York: Routledge.
- Mullaly, B. (2010) *Challenging Oppression and Confronting Privilege*. Don Mills ON: Oxford University Press.
- Sisneros, J., Stakeman, C., Joyner, M., Schmitz, C. (2008) *Critical Multicultural Social Work*. Chicago: Lyceum Books.
- Souto-Manning, M. (2010) *Friere, Teaching and Learning*. New York: Peter Laing.
- Thompson, N. (2007) *Power and Empowerment*. Lyme Regis: Russell House Publishing.
- Mullender, A., Ward, D., Fleming, J. (2013) *Empowerment in Action: Self-directed groupwork*. London: Palgrave Macmillan.
- Fine, M. (2017). *Just Research in Contentious Times*. New York: Teachers College Press.
- Fraser, H. (2009). Trying to Complete Socially Just, Politically Sensitive Social Work Research, *Journal of Social Work*, 9(1), pp. 87–98
- Hart, A., Hall, V., Henwood, F. (2003). Healing health and social care professionals develop an 'inequalities imagination': a model for use in education and practice, *Journal of Advanced Nursing*, 41(5), pp.480-489.
- Stuart, K., Shay, M. (2017). Epistemological Exclusion, in *Educational Research in the Age of the Anthropocene: Chronology, Context and Contestability*, eds. Vicente Reyes, Jennifer Charteris, Adele Nye and Sofia Mavropoulou. Hershey PA: IGI global.
- Tuhiwai Smith, L. (2012). *Decolonising Methodology*. Dunedin: Otago University Press.
- Maynard, L., Stuart, K. (2018). [*Promoting Young People's Wellbeing Through Empowerment and Agency: A Critical Framework for Practice*](#). London: Routledge.
- De Sousa Santos, B. (2011) *Epistemologies of the South*. Paradigm Publishers.

- bell hooks (1994). *Teaching to Transgress: Education as the practice of freedom*. London: Routledge.
- Bauman, Z. (1989). *Legislators and Interpreters*. XXX
- Blackman, S., Rogers, R. (2017). *Youth Marginality in Britain*. Bristol: Polity Press.
- Boal, A. (1970). *Theatre of the Oppressed*. New York: Routledge.
- Bourdieu, P. (1999). *Outline of a Theory of Practice*. Cambridge: Cambridge University Press.
- Bourdieu, P. (2003). *Participant Objectification*. Lecture at Colege du France.
- Bronfenbrenner, U. (1979). *The Ecology of Human Development: Experiments by Nature and Design*. Cambridge, MA: Harvard University Press.
- Brown, B. (2010). *Gifts of Imperfection*. XXX
- Butler, J. (2004). *Precarious Life: The Powers of Mourning and Violence*. London: Verso.
- Collins, P. (2015). Intersectionality's Definitional Dilemma, *Annual Review of Sociology*. 41: 1–20.
- Cote, J., Levine, C. (2002). *Identity Formation, Agency, and Culture*. London: Psychology Press.
- Dorling, D. (2010). *Injustice – why social inequality persists*. Bristol: Policy Press.
- Freire, P. (1970). *Pedagogy of the Oppressed*. London: Penguin.
- Freire, P. 1974). *Education for Critical Consciousness*. London: Continuum.

- Foucault, M (1978). Governmentality, Translated by R. Hurley, in J. Faubion (ed) 'Power' Essential Works of Foucault 1954-1984 Volume 3. London: Penguin, 201-222.
- Foucault, M. (1982). The Subject and Power, Translated by R. Hurley, in J. Faubion (ed) 'Power' Essential Works of Foucault 1954-1984 Volume 3. London: Penguin, 326-348.
- Fraser, N. (2009). Scales of justice: reimagining political space in a globalizing world. New York: Columbia University Press.
- Furedi, F. (2005). Politics of Fear. London: Continuum.
- Giroux, H. (2011). On Critical Pedagogy. New York: Bloomsbury.
- Gramsci, A. (1971). Selections from the Prison Notebooks of Antonio Gramsci. New York: International Publishers.
- Habermas, J. 1987. The Theory of Communicative Action, Volume II, Lifeworld and System: A critique of Functionalist Reason, trans. by Thomas McCarthy. Boston: Beacon Press.
- Hart, R. (1992). *Children's Participation: From tokenism to citizenship*. UNICEF.
- Hart, R. (1997). *Children's Participation: The theory and practice of involving young citizens in community development and environmental care*. UNICEF.
- Heffernan, M. (2012). *Wilful Blindness and Why we Ignore the Obvious at our Peril*. London: Simon and Schuster.
- Hegel, G. W. G. *Phenomenology of the Spirit*. Trans. A. V. Miller. Oxford: Clarendon Press, 1977 [1807].
- Illich, I. (1971). Deschooling Society. Xxx
- Jefferies, L. (2011). *Understanding Agency: Social welfare and change*. Bristol: Polity Press.
- Jones, O. (2015). *The Establishment and how they get away with it*. London: Penguin.
- Lacan, J. 1988. The Seminar of Jacques Lacan, *Book 2: The ego in Freud's theory and in the technique of psychoanalysis, 1954-1955*. New York: W.W. Norton.

- Lawler, S. (2008). *Identity: Sociological Perspectives*. Cambridge: Polity Press.
- Le Grand, J. (2008). *Motivation, Agency and Public Policy*. Oxford: Oxford University Press.
- Ledwith, M. (2005). *Community Development*. Bristol: Policy Press.
- Ledwith, M. (2016). *Community Development in Action. Putting Friere into Practice*. Bristol: Policy Press.
- Lévi-Strauss, C. 1955/1992. ***Tristes tropiques***. Harmondsworth: Penguin.
- Lorey, I. (2015). *State of Insecurity: Government of the Precarious*. Trans. Derieg, A. London: Verso.
- Maynard, L., Stuart, K., (2018). *Promoting the Wellbeing of Young People through Empowerment and Agency: A Critical Perspective*. London: Routledge.
- Mullender, A., Ward, D., Fleming, J. (2013). *Empowerment in Action*. Basingstoke: Palgrave Macmillan.
- Nussbaum, M. (2004). *Hiding from Humanity: disgust, Shame and the Law*. Princeton NJ: Princeton University Press.
- Said, E. W. (1994). *Culture and imperialism*. London: Chatto and Windus.
- Thompson, N. (1997) *Anti-discriminatory Practice (2nd Ed)*, Basingstoke: Macmillan.
- Treseder, P. (1997). *Empowering children and young people: Training Manual*. London: Save the Children.
- Tyler, I. (2013). *Social Abjection and Resistance in Neoliberal Britain: Revolting Subjects*. London: Zed Books.
- Wearing, B. (1998). *Leisure and Feminist Theory*. London: Sage.
- White, M. (2007). *Maps of Narrative Practice*. New York: Norton.
- Wilkinson, R., Pickett, K. (2010). *The Spirit Level – Why equality is better for everyone*. London: Penguin.